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## THE UNIVERSITY AND THE COMPETITIVENESS

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**Abstract:**

*In our days we see a persistent concern for competitiveness and performance. In the context of the big changes in the Romanian society, the action of the contemporary market forces generate a certain behavior, behavior which it is dominated by the competition for the resources, clients and suppliers, competition in which the performance and competitiveness have an important role. In the specialized literature we can identify many opinions regarding competitiveness the key word of the Lisbon process. Everything started from the feeling ruggedized by the reality that the European Union lost ground in the global economy.*

**Keywords:** *university, competitiveness, quality, performance*

The impact of the new information and communication technologies, the economic growth of China and India generated an anxiety state in the European chancellor's rooms.

At the Lisbon summit in March 2000, the European chiefs of states have engaged themselves that until 2010 to make the most dynamic and competitive economy based on knowledge.

What the Asian countries accomplished in the field of education, field which we refer to in this material, proves that the problem of competition it is not only between Europe and the United States of America.

Through the Lisbon declaration (2000), and Barcelona (2002), the European Union proposed to realize in 10 years period *the most competitive economy based on knowledge*. The before mentioned documents include the measures which show the main directions of action- vectors of the economy based on knowledge: *informational society, education and research (three main areas: labor force, the growth level of connection in Europe and the knowledge)*(eEurope2005-O Societate informațională pentru toți, [http://europa.eu.int/information\\_society/eeurope/2005/all\\_about/action\\_plan/index\\_en.htm](http://europa.eu.int/information_society/eeurope/2005/all_about/action_plan/index_en.htm), accesat noiembrie, 2006).

We have to mention that the Lisbon agenda it is focused bought on the performances of the country members of the European Union and on the performances of the countries which candidate at the European Union, the elaborated strategy proposes a number of critical dimensions especially created for the appreciation of competitiveness: *to create informational society, development of the European space for innovation, research and technologic development, liberalization,*

*building new industrial networks, to create efficient services, financial integration, the improvement of the business environment, high social inclusion, durable development.*

A high number of countries have begun the *higher educational system transformation* which represent a response at the convergent trends which are manifested in the external environment. With all this, the initial changes and the recorded progresses have an unbalanced character because, *“the countries which are developing or are in the economic and social transition process (like Romania) are still in the search of their own dimensions and directions of change, more often inspired by the models of the states from the European Union.”* (See **Onea, A.**, *Learning organization II*, [http:// www.markmedia.ro/article\\_show.php?q\\_id=427, p.1](http://www.markmedia.ro/article_show.php?q_id=427_p.1), accesat noiembrie, 2006).

**The globalization and the society's based on knowledge emergence** are going to be manifested through new force fields which will transform universities bought in structure and their functions. We are convinced that the third millennium universities are not simple extensions of the actual structures but, new developments which correspond to the new demands.

In the globalization context, the major transformation imposed by the economy has as target the transition to a competitive economy based on knowledge and innovation. The universities are considered to be “the creation's collector” and plays a key role, through the position which they have in the society, in assuring the most important component of the society based on knowledge – human resources highly qualified. Through the missions which they have: *to create new knowledge through research, knowledge passing on through education, dissemination through technology and communication and the use of knowledge through new products and services*, the universities are the main characters of the society based on knowledge.

The educational system's globalization and **creation of the European Space of Education and of Research** force, say the specialists, a new vision over the education system, becoming more compatible with the demands forced by the competitive market and the dynamic of the labor force, in a system where, competitive and cooperation are essential. The Bologna process underlines the synergy between the higher education European space and the research space as the base for 2010 Europe which needs to impose itself *as the most competitive society based on knowledge*.

In this context we can say that the university became a strategic institution in the society based on knowledge, in the globalization and European integration process and that the higher education in Romania it is challenged at this level, and it will be much more in the future with real challenges regarding **quality, performance, competitiveness**.

The problems with which the European higher education deal with, causes and ideas which generated actions and taking a position by the authorities became more materialized through the Bologna Process. **The main sources** which determined this actions are:

- The limitation the process of mobility inside the Union;

- Slowing down the Europe's competitive at world wide scale;
- The need of creating a Europe of knowledge with intercultural, cultural, technical and social dimensions, where the universities to have the central place;
- The need of fulfilling agreements regarding the mutual recognition of the university's qualifications in Europe.

To create *the open European space of the higher education* opens a great number of benefic perspectives because, respecting diversity, it means permanent efforts of loosing the barriers what determines the growth of mobility and cooperation, leading to the development of a good frame for teaching and studying.

Many countries not only the European one, became self conscious of the need of supporting such an evolution. The rector's conferences from Europe, the universities' presidents, the groups of experts and staff were focused on extending all this options linked to this ideas. The Romanian higher educational system is in a period of great changes: *three year license program, two years master program, less majors, diploma supplements for studies, etc.* – changes implemented in Romania till the year 2007, the year of integration in the European Union, our country being one of the countries which signed the **Bologna Declaration**, declaration which stipulates the harmonization of education from the states which joined to European Union and the creation of the European higher education space.

But it is a certainty that European union needs “a healthy and flourishing university world, and Europe needs excellence in universities and needs to optimize the processes which establish the society based on knowledge and reach the purpose” (*Procesul de la Bologna și învățământul superior românesc*, [http://www.edu.ro/proces\\_bologna.htm](http://www.edu.ro/proces_bologna.htm), accesat octombrie 200;), established by the **Lisbon's European council**, the one of becoming the “most competitive and dynamic economy based on knowledge, capable to sustain the economic growth with better and more places of work and a bigger social unity.”

**The Barcelona's European council** admitted the need of being the best, in their demand that the European system of education to become “of reference” world wide till the year 2010.

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